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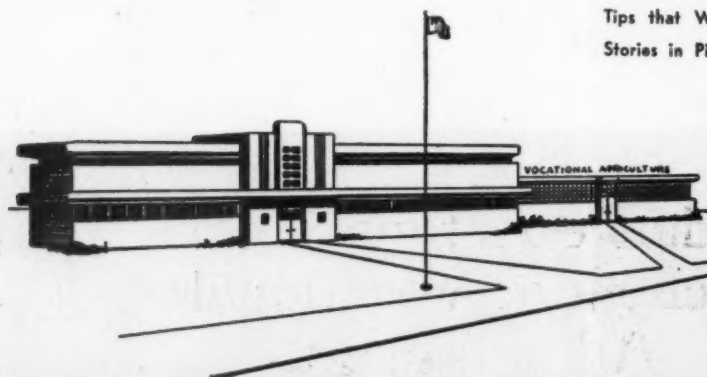
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Editorials

"Cast Down Your Buckets Where You Are"

STANLEY S. RICHARDSON, Teacher Education,
Utah State University

Guidance counselors who work with teachers of vocational agriculture remind them that guidance worthy of the name must be more than a "shot in the arm" or a "hip, hip, hooray" type of program. In the first place, vocational guidance must be a part of and not an "added upon" appendage to the total guidance program of the school. Again, it must be recognized as an "on going" continuous procedure and not something to turn on and off thirty minutes or so each day. Each teacher must be aware of his responsibility in the field of guidance every hour of the day. There are at least five major phases of guidance. Teachers would be able to contribute much more to those whom they teach if they would consider the five phases, as follows, that are now being recognized by many leaders in the field of guidance:

1. Individual inventory
2. Educational and occupational information
3. Individual counseling
4. Placement services
5. Follow-up

The teacher of vocational agriculture, though not prepared as a specialist in guidance, can recognize the possibilities in each phase of the program. Many new opportunities will be unfolded if guidance programs are carefully planned in cooperation with those who are specially prepared in this field. An authority in guidance said that each teacher should realize that he is as much a part of the guidance program as is the guidance counselor. If guidance counselors are not available, the use of judgment based upon knowledge and experience and a further study of the principles of guidance should prove very helpful to the conscientious teacher. Some teachers have been surprised by the information they have been able to discover by working on one or more of the five phases of guidance.

Many readers may recall the story of the crew of the ocean vessel that had been sailing for several days without an adequate supply of drinking water. The crew sighted another vessel and signalled desperately for water. The answer from the other vessel was: "Cast down your buckets where you are." The signal was repeated twice and the same answer was given. In desperation the choking crew members cast their roped buckets overboard and to their amazement

From the Editor's Desk . . .

Varying expectations from guidance . . .

It is interesting to speculate on what various individuals expect from guidance. For example, the author of an article in a recent issue of an educational magazine asked when we would begin "to drive our young people to the outer limits of their native ability." We could guess that he would expect guidance workers to help him crack the whip.

A noted educator recently stated that he would not permit a really good student to take any vocational courses even if the student tried to include such courses in his program. Questioning revealed that this educator thought all vocational courses were scheduled for a full half day which would make it impossible for the student to enroll in other desirable courses. We could have anticipated, however, that he would have expected guidance experts to keep good students out of vocational courses.

When asked how they would counsel a farm boy with the ability to succeed in college, some members of a group of high school counselors responded that the student obviously did not belong in vocational agriculture. Lack of knowledge about agricultural occupations and the college success of former students of vocational agriculture would lead these counselors to try to obtain a result from counseling contrary to what we would consider good.

The federal government apparently expects that providing funds for a national testing program and some guidance institutes will cure many of the ills of our educational programs. Completely ignored is the fact that tests mean little without properly trained persons to administer and interpret them and that the attendance of a relatively few persons at guidance institutes will not provide the needed trained guidance workers.

And what do we in agricultural education expect from guidance? I strongly suspect that we expect to make use of guidance to keep our own enrollments up, at least to a reasonable level.

These illustrations of the varying expectations regarding guidance identify some of the major obstacles to the development of sound guidance programs. Ignorance about occupations and course offerings, personal bias, and personal desires rather than the welfare of the students too often determine the outcome of guidance and counseling efforts. Students are literally forced into following programs of study someone else has decided would be best for them.

The kinds of expectations from guidance indicated above are not in keeping with either a sound concept

¹Source of quote unknown.

Cast Down . . .

drew fresh water. They were unaware that their vessel was in the direct line of flow of the mighty Amazon River. Such may be the case with teachers of vocational agriculture. State and national issues are often being discussed with such fervor that many of the local problems may go unattended. Try "casting down your buckets where you are." The results may be enlightening, if not surprising.

A specific example of finding out about the local area was recently reported in the agriculture section of the meeting of the Ohio Vocational Association. Henry Horstman is a teacher of vocational agriculture in the Anna High School, Shelby County, Ohio. He was concerned about the lack of interest and the low enrollment in vocational agriculture. By soliciting the aid of the five other teachers of vocational agriculture in the county, he was able to get facts that were very useful to teachers, parents, and patrons. He developed a number of charts that emphasized many of the facts and explained these in public meetings.

One part of Henry's study showed that fifty replacement farmers were needed each year to fully man the county's 2000 farms. Of the fifty needed, twenty-one were full-time and twenty-nine were part-time farmers. The number of high school seniors interested and available to replace farmers showed twenty-five, twenty-six, and thirty-eight for the years 1960, 1961, and 1962, respectively. Military, college, and other occupations accounted for the others. What an opportunity! Interest was restored, and agriculture and vocational agri-

culture regained their former status.

Each teacher's situation differs from that of his co-workers. The important thing is that he recognizes this and then does something to improve his program. Farming, occupations related to agriculture, non-agricultural occupations, educational opportunities, and other fields of activity vary from school to school and from state to state. Agriculture is more important today than it has ever been in the history of this nation. The teaching of vocational agriculture is more complex and the need for more and better teaching and guidance is greater than it has ever been.

As a teacher, each will be required to guide. The kind of guidance given will depend largely upon the amount of effort put forth to find and use facts and the wisdom and judgment required to put them together. For those who are willing to start—"Cast down your buckets where you are." There is no better place to begin.

References used but not quoted:

Horstman, Henry C. "Is There a Future in Agriculture for Me?" Anna, Ohio, 1959—20-page ditto.

Utah Educational Review, "How Can We Improve Guidance Service in Our Schools?" U.E.A., November, 1959.

Utah—Vocational Guidance Bulletin, 35-page mimeo—1958.

Varying Expectations . . .

of the function of guidance or our concepts of freedom of choice in a democracy. As we work with our students and their parents, let us keep in mind that our purpose must ever be to help our students arrive at decisions which are best for the students; that coercion is not necessary for getting students to make sound decisions and to work up to capacity;

that since the student must assume final responsibility for and live with the results of the decisions affecting his future, he should also make the decisions. It will be a sad day indeed when we succumb to the theory that the salvation of our youth lies in forcing them to follow programs planned for them by the many misguided experts on education.

The sounds of rebellion from parents and students against the emerging unreasonable school pressures on students, the use of students as guinea pigs for ill-conceived experimentation, and the dictatorship in planning student programs are already being heard across the land. Let us make sure that our expectations from guidance do not cause these sounds of rebellion to be directed towards our programs. □

The Cover Picture

Effective guidance involves a great deal of individual counseling. The cover picture is illustrative of the kind of help good vocational agriculture teachers give their students in all parts of our country, not just in Chamblee, Georgia. □

Congratulations . . .

Quoted from a letter: "I might note that the Negro teachers in North Carolina have subscribed 100% to the magazine for a number of years. This year we have 100%+ members, so this would give evidence of what we think of *The Agricultural Education Magazine*. . . ."

W. T. Johnson, District Supervisor, Vocational Agriculture, and NFA Executive Secretary

Guidance —

An Everyday Function of Vocational Agriculture Teachers

CLODUS R. SMITH, Teacher Education, University of Maryland



Clodus R. Smith

THE need for guidance in a vocation increases correspondingly with the degree of complexity in it. The guidance necessary for preparing pupils for farming has increased rapidly with agricultural

technology, size of farm, capital outlay requirements, specialization and the number of activities conducted by governmental agencies. Secondary education has not been content to be static with isolated segments of subject matter but has progressed to the point of concern for the development of a unified individual and his problems of adjustment in life. Guidance in a vocation is significant to the individual to the extent that it assists

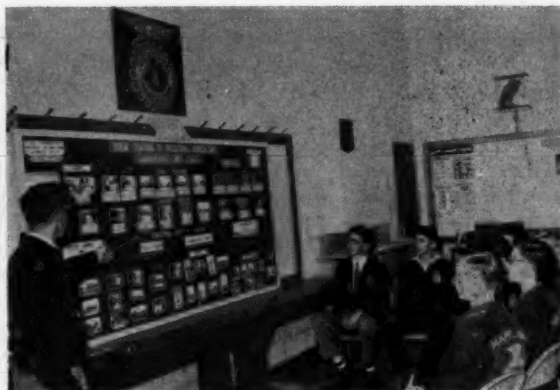
him in identifying, adjusting to, and solving his problems.

Guidance is not a responsibility to be left wholly to the guidance counselor. Indeed, the guidance counselor depends to a great extent on the guidance activities performed by teachers. Many guidance activities are shared by teachers, guidance personnel, and parents. Certainly the teacher of vocational agriculture is a guidance worker to the extent that his activities assist pupils in identifying and solving problems of a vocational nature.

Guidance is an essential part of the vocational agriculture teacher's job.



Teachers of agriculture are important to the guidance program; likewise, the guidance program is important to vocational agriculture. Cooperative and mutual confidence are necessary for maximum pupil development.



Vocational agriculture pupils should gain a knowledge of the opportunities in agriculture. Senior boys may gain valuable experiences in showing beginning pupils the educational opportunities in vocational agriculture.

Much of what successful agriculture teachers regard as effective teaching may be classified as guidance activities. Guidance is a process of assisting persons in developing their insight into problems and finding resources for solving them. Guidance in vocational agriculture may be explained as assisting pupils concerning their interests, abilities and potentials for becoming adequately trained for an occupation in agriculture. There is no disagreement between the basic concepts of guidance and vocational agriculture. Vocational agriculture teachers are "counselors" to pupils on many of their educational, vocational, recreational and social problems.

Teaching and Guidance

Good teaching cannot be separated from guidance. Guidance in the vocation of agriculture is included in the job of training pupils for a vocation in agriculture. Out of the training in farming activities, pupils are faced with problems and are challenged to seek information and solutions to them. By identifying these problems, considering solutions and applying them under the guidance of his parents and teachers, the pupil develops a capacity for solving other problems. This guided experience should provide the freedom necessary for the pupil to become increasingly independent of the need for close supervision. Is it not a purpose of education to train for self-guidance? This is guidance that is in unison with the function of vocational agriculture. The vocational agriculture teacher and guidance counselor agree: it is the pupil and not the farm, enterprise or project that should benefit most from the education in agriculture. It is the boy who receives top priority.

Teachers of vocational agriculture

recognize that youth learns from their experiences. The quality of the experiences they receive is dependent upon the effectiveness of the guidance and supervision of the learning activities. Principles of guidance and vocational education in agriculture indicate that the pupil should not be deprived of the wholesome growth which comes from the experience of facing real challenges and mustering his resources to answer them. This places new and increasing freedom and responsibility on the pupil for his development into a self-directing person who can meet each new day's crisis. It may be said that an aim of guidance in vocational agriculture is self-guidance—self-guidance in terms of the pupil directing his life by identifying and solving his vocational problems in a rational and efficient manner. The poorly trained farmer is finding the increased competition too severe to stay in business. The farmer of tomorrow must learn to make valid decisions based on facts and to assume responsibility for his actions. This aim can become a realization through well planned training experiences under the guidance and supervision of the vocational agriculture teacher who strives to teach in terms of the pupil's problems for pupil development through assisting them in solving their problems. Self-guidance is an individual achievement. Mature judgement is not innate, it is a product of the developmental process.

Vo-Ag Guidance Activities

Vocational agriculture lends itself to many guidance activities. (1) Pupil selection and orientation is often achieved through meetings with prospective pupils, open house and home-farm visitation. (2) Teachers have found school and departmental rec-

ords to be valuable in planning educational experiences in terms of individual differences and needs. A teacher is in a better position to plan teaching-learning activities when he knows the pupil's background, family situation, interests, aptitudes and capabilities. (3) Assisting pupils with planning vocational experiences is an important guidance activity in vocational agriculture. The process of selecting and conducting farming program experiences is a guidance function of the vocational agriculture teacher that is often shared with parents. (4) Guidance personnel support the practice of visitation in the homes of pupils to plan with parents and pupils the experiences necessary for training. The value of providing on-farm instruction in a natural setting by guiding the learning activities through actual participation has long been recognized. How often have you heard other teachers wish they had this opportunity? (5) Teachers of agriculture counsel with pupils on vocational matters. Blind acceptance of prescriptive answers to problems is not in keeping with the democratic principles underlying vocational education in agriculture. A responsibility is being met and a service performed when the agriculture teacher accepts the obligation of counseling with pupils on vocational problems of an agricultural nature. (6) Acquainting pupils with agricultural occupations is one of our responsibilities. Farmers are being served by an increasing number of agencies and businesses. Graduates who studied vocational agriculture are excellent personnel to fill positions in agencies that serve farmers. Pupils who are interested in agriculture but do not have an opportunity to become established in farming should be acquainted with



The value of on-farm instruction has been recognized as an asset to our program.



The FFA provides a valuable form of group guidance.

these occupations. (7) The Future Farmers of America provides a form of group guidance and does much toward helping the individual achieve self-guidance in recreational, social and cooperative adjustments. (8) Placing pupils on cooperating farms for educational experiences in farming is a sound guidance activity. Cooperating farms often provide for desirable educational experiences that otherwise may be missed by pupils. (9) Assisting out-of-school youth and adult farmers with problems of economic and vocational significance is a recognized guidance activity in vocational agriculture. Out-of-school youth need and want assistance in becoming established in farming or finding their place in agricultural occupations.

Guidance workers need an appreciation of the significance of vocational agriculture and an awareness of the occupations in agriculture. Guidance counselors' apparent indifference toward agriculture may be found from a lack of a knowledge of the many occupations in agriculture. If this is the case, then we in agricultural education have failed in the responsibility of communicating to others the opportunities in agriculture. Teachers may find it particularly advantageous and enlightening to visit their guidance counselors and to compare common thoughts. Cooperation and mutual confidence could result through an increased understanding of what each contributes toward pupil development and growth.

Teachers of vocational agriculture are important to the guidance pro-

gram, and the guidance program is important to vocational agriculture. The characteristics of the program provide for many guidance activities. More effective guidance may be conducted with the realization of the concepts and principles common to both vocational agriculture and guidance. Teachers of vocational agriculture are in a unique position to provide guidance activities due to their close associations with a relatively small number of the same pupils over a period of years. It is doubtful if their opportunity to provide guidance activities is matched by other teachers. Many effective teachers have produced top quality results by accepting a responsibility for conducting guidance activities as a part of their every day job. □

A Study of High School Counseling Regarding Occupational Opportunities in Agriculture

DONALD R. SANDY, Vo-Ag Instructor, York, Nebraska



Donald R. Sandy

THERE was a time when a boy's father could do all the counseling and furnish all the information and background needed to get his son started in farming. But the problem of counseling now

is greatly broadened. Agricultural technology and mechanization have brought about a need for greater specialization and, at the same time, a broadening of background if the farm operator is to be successful.

These same forces are bringing about a merging of farms into larger units so that each year fewer farms are available. Thus, some farm boys may need counseling concerning college work if they expect to continue in farming. Others who may not have the opportunity or backing to get set up in the farming business will need counseling with respect to opportunities in related occupations for the agriculturally trained.

In some schools the person best able—and in some schools the only one available—to help high school students find out about occupational opportunities for the agriculturally trained is the vocational agriculture teacher.

Such counseling is becoming more and more a part of his job. Thus, a tremendous responsibility is placed on the teacher for the wise counseling of boys, particularly those enrolled in his classes.

The vocational agriculture teacher, in many respects, is in a relatively advantageous position. He learns the background of each individual boy in his classes as he makes visits to the home farm. He becomes familiar with the home farm possibilities and learns to know the parents and their plans and hopes for their boy. These visits also make it possible for the vocational agriculture teacher to learn about the goals and the ambitions, as well as the

strengths and weaknesses, of his students.

This fund of information puts the vocational agriculture teacher in a position to counsel boys very effectively about the opportunities that may be open to them, both in farming and in agriculturally related occupations. But the teacher must have the necessary training and the time to counsel individually with farm boys if he is to provide a great deal of help in solving their problems about their future occupations.

Many Nebraska teachers of vocational agriculture recognize the seriousness of their responsibilities in counseling. They have expressed growing concern about their problems and their need for help in discharging their counseling obligations. Some studies have been made of occupational problems of Nebraska vocational agriculture graduates and still others of graduates' occupational status. However, more information is needed about counseling programs currently in operation in schools having vocational agriculture departments before recommendations can be made for improvement in counseling.

Accordingly, a study was designed and carried out to determine the extent to which high schools of Nebraska, offering vocational agriculture, are providing for the counseling needs of their students about occupational opportunities in agriculture, the sources of information being utilized, and the types of literature now being used in the counseling process in these Nebraska high schools.

A survey of the 141 Nebraska high schools offering vocational agriculture was conducted with separate questionnaires being sent to the administrators, to the vocational agriculture teachers, and to the guidance directors of those schools listing a guidance director on their staff. A total of 348 questionnaires was sent out, of which 255 useable questionnaires were returned. The responding schools ranged in enrollment from 43 to 1,432 students in grades 9 through 12. Because of the extreme range in the size of the schools, it was deemed advisable to group them for analysis of data according to enrollment. The small school group comprised those with an enrollment of less than 125; medium schools those with an enrollment of 126 to 250; and large schools those with an enrollment of over 250 students.

Summary and Findings

In general, Nebraska vocational

agriculture teachers are not well satisfied with the guidance and vocational counseling programs used in their schools. However, they indicate a willingness to work in the guidance program if given an opportunity.

Vocational agriculture teachers as a group carry out some guidance and counseling with their students through offering advice while helping students solve their day-to-day problems. Considerable individual counseling takes place during on-farm visits or during regularly scheduled conference periods in connection with their regular work in vocational agriculture.

Only one-fifth of the responding vocational agriculture teachers indicated that they had taken courses in guidance or occupations.

Vocational agriculture teachers indicated some training had been gained by attending workshops dealing with guidance activities, either through the medium of local faculty meetings or in-service training sponsored by the University of Nebraska.

A large percentage of Nebraska vocational agriculture teachers in the field recognize their need for more formal training in counseling and guidance techniques, as well as the need for more information concerning occupations of an agricultural nature. They express a willingness to take course work to meet these needs if the opportunity is presented.

Generally speaking, the vocational agriculture teachers as a group know the occupational plans of only "about half" of their students. Teachers in the medium-size schools know the occupational plans of more of their students than do those in the large schools, while teachers in the small-size schools know the least about the occupational plans of their students.

This study revealed that few Nebraska schools offering vocational agriculture have regular guidance directors. Actually, 78 percent of the responding administrators indicated that guidance activities usually are added to the regular work of the principal or superintendent.

It was noted that in 63 percent of the schools surveyed, the principal or guidance director was responsible for scoring and recording all aptitude and vocational tests. This actually represented an over-load, particularly in the case of the principal.

In the matter of arrangements for conducting counseling interviews, the administrators of responding schools felt that "appointments with counse-

lors" or "appointments with teachers" were about equal in importance. Only a small proportion of the schools responding indicated they had any special room or rooms that were used specifically for counseling purposes.

Guidance directors were in agreement in recommending "conferences with counselors" for vocational counseling of students as the most important arrangement. Many of the directors indicated that they actually were directors of guidance only on paper.

The Kuder Preference Record was the test most often listed as being used for vocational planning. The grade level for administering vocational and aptitude tests was quite varied. Testing in some combination of two or more grades, i.e., grades 9 and 11, or 10 and 12, etc., was the most common pattern reported by the responding administrators. All schools, in general, appeared to favor some testing of students soon after entrance into high school.

Promotion of group agricultural vocational counseling by "visits to agricultural businesses" was rated as being the most effective procedure by all three groups responding (administrators, guidance directors, and vocational agriculture teachers). "Panel discussions" were rated as being next best by the administrators and guidance directors, while the vocational agriculture teachers ranked "career days" in second place. "Study committee reports" were considered least important as a counseling procedure by all three responding groups.

"Movies" were preferred by all three groups as a source of information concerning agricultural occupations. "Film strips" were rated second by vocational agriculture teachers and guidance directors; administrators rated "brochures and pamphlets" second.

In general, occupational information material for exploratory reading was limited or nonexistent in many of the responding schools. However, a list of titles and sources of occupational information, which is currently being used and regarded as helpful by the responding vocational agriculture teachers and guidance directors, was compiled as a part of the study.

Conclusions

As a result of the study, the following conclusions were drawn.

1. Only a limited number of schools offering vocational agriculture have guidance directors.

2. The vocational agriculture teachers are called upon to do a lot of informal counseling in connection with their regular work.

3. The vocational agriculture teachers feel the need for additional training in counseling and guidance.

4. The burden of the guidance activities falls as an over-load upon the administrators, particularly in the medium- and the small-size schools.

5. The use of machine scoring and more clerical help would release guidance directors so they could devote more time to the interpretation and discussion of tests with students.

6. Vocational and aptitude testing is reasonably comprehensive since considerable testing is done in more than one grade for the grades 9 through 12.

7. Visits to agricultural businesses are considered the most important way of acquainting students with occupational information.

8. Less than half of the agricultural occupational counseling is done in groups.

9. Movies are regarded as the most important way to provide group

agricultural occupational information.

10. It was found that in general the vocational agriculture teachers know the occupational plans of more than half of their students, far less than desirable if they are expected to serve as the principal source of guidance.

11. Exploratory reading material is available to the students but it is varied and quite limited in scope.

Recommendations

It is recommended that:

1. More emphasis be placed upon vocational counseling in agriculture.

2. The vocational agriculture teacher be utilized more extensively to help with counseling, with appropriate arrangements being made with respect to load and time.

3. Prospective teachers of vocational agriculture be required to take courses in guidance and counseling.

4. The Department of Vocational Education place more emphasis upon the importance of counseling and guidance throughout its teacher training program.

5. More consideration be given to

organization of off-campus courses in counseling, guidance, and occupational information for the benefit of teachers on the job.

6. Schools budget for the use of machines and clerical help for scoring and recording tests, thus releasing administrators and guidance personnel for the more fruitful and important work in counseling.

7. Recognition of the importance of the school's counseling responsibility be reflected in adequate provision for special rooms to assure privacy in the student-counselor relationship.

8. Vocational agriculture instructors obtain a wide variety of brochures, books, and pamphlets relating to occupational opportunities in agriculture and make them available to their students.

9. The University of Nebraska Department of Vocational Education make available to the schools of Nebraska, through the office of the Director of Guidance Services, a list of available publications and sources of information concerning agriculture. □

The Career Day Program in Agriculture

As a group guidance technique

GEORGE CHREIN, Chairman—Agriculture Department
Newtown High School—Agricultural Annex
Flushing, New York

Theoretically, every day is career day for students in vocational agriculture. Practically, we have found the career day program in agriculture a most valuable technique for getting "first hand" information relating to advanced schools of agriculture and occupational information to our students and parents. We are convinced of the tremendous sustaining influence such a program has. A study made by Shostek¹ indicated that more than half (53%) of the Philadelphia high school seniors checked "talks by people in different occupations" as the most helpful of the school career planning activities.

A Questionnaire Filled Out Jointly By Students and Parents

An introductory letter to the students and their parents affords an opportunity to not only seek their help in planning and participating in the

program but to once again invite their attention to the dynamic "agricultural age" in which we live. We have stressed that while farming is a very important part of agriculture, agriculture is MORE than farming alone; that many industries and services related to agriculture have become part of our economy and that agriculture today is a FIELD OF OPPORTUNITY. The letter further indicates that the results of the questionnaires will be used as a basis for inviting graduates of the agricultural course who are now attending a college they are interested in or who are now engaged in an occupation for which they wish to prepare. Gathering first hand facts about the advanced schools and careers in agriculture is a first step in the intelligent planning and preparing for a career in agriculture.

The questionnaire asks the student, with the cooperation of his parents, to list three advanced schools of agriculture they would like to learn more

about. They are then requested to indicate three carefully considered questions relating to the school of their first choice that our guests should be prepared to answer. The same technique is used in determining the three careers in agriculture in which they are most interested. The advance requests of three carefully considered questions pertaining to advanced schools and occupations affords us not only with the opportunity of alerting our guest speakers to areas of greatest concern but has immeasurably improved the quality of the discussion groups during the program.

Study the Questionnaires

A decision must be made as to which schools and occupations were indicated with sufficient frequency to justify attempting to obtain a speaker. It is important to summarize and group the questions raised into broad areas which will give assistance and direction to the speakers in preparing for the group they are to meet. You will find that in some instances it is possible to satisfy many different individual occupational requests by selecting a basis common to all. A speaker representing "Civil Service Careers in Agriculture" may well meet the needs of those who have in-

¹Robert Shostek, "How Well Are We Putting Across Occupational Information?" Personnel and Guidance Journal, Vol. XXXIII (January 1955), p. 265.

licated the sundry careers with the United States Department of Agriculture.

Inviting and Preparing The Speakers

Present students and parents are very receptive to alumni of the agricultural course who are now successfully engaged as students in the advanced schools or in an agricultural career. Identification with the alumnus invariably results in a more meaningful and interesting discussion. Some of the advanced schools of agriculture have "Admissions Counselors" who are delighted to speak to interested students and parents. Other schools will designate a responsible member of the faculty to represent their school. We have always requested that one or two of our agricultural graduates now attending the school in question accompany the faculty representative. There is usually little difficulty in securing graduates of the course who are now working in the various occupations indicated on the questionnaires. In the past we have had dairy farmers, poultry farmers, fruit farmers, veterinarians, county agents, teachers of agriculture, governmental workers, nurserymen, frozen food specialists, quality control specialists, etc., graciously accepting our invitation to participate as guest speakers.

In addition to the usual information and formalities, the letter of invitation to prospective speakers should clearly

identify the purposes of the program, the student age group to be present, the broad areas from which questions will most probably arise, and a suggested outline which students use in their investigation of an occupation. We further stress the importance of the question-answer period which should occupy more than half of the allotted hour for each group. Guest speakers are encouraged to illustrate their points by giving concrete examples from their daily occupational experiences. Invited speakers representing a career in agriculture for whom this is a new experience appreciate any related career publications to use as a starting reference for their preparation. Gertrude Forrester's^{2, 3} books, *Methods of Vocational Guidance* and *Occupations: A Selected List of Pamphlets*, present many fine and additional practical suggestions for a successful program.

Preparing Participating Teachers Assigned to Different Sections

Depending upon the scope of the program, it is usually necessary to solicit the cooperation of interested members of the high school faculty to be present in the various rooms assigned to the guest speakers. Our teachers are requested to introduce

²Gertrude Forrester, *Methods of Vocational Guidance*, Boston, Mass., D. C. Heath and Company, 1944, pp. 159-171.

³Gertrude Forrester, *Occupations: A Selected List of Pamphlets*, New York, The H. W. Wilson Company, 1946.

desperate and despondent crew, and must have worried about the outcome of his daring venture. However, he was completely adjusted to his serious situation when he sat down night after night to enter in his log book these five simple words: "This day we sailed on."

As I stood before this group of depressed poultrymen, who were not interested in anything but better prices for their product, I recalled how Christopher Columbus, not knowing whether he would reach his destination early enough to stay alive, kept sailing forward. "On this day, October 5th, he was only one short week away from his goal: land—the New World. We too must persist and we will reach our goal!"

"We, of course, have cause for worry; but we must *worry effectively*, that is, making a thorough analysis of the poultry situation. In times like these we cannot afford mistakes. Columbus held his course without mistakes in navigation. We must in-

vestigate the marketing situation. We have to make a good study of improvement practices in poultry management, feed efficiency, prevention and cure of poultry diseases, and how to come up with a high quality and cheaper dozen of eggs in order to meet the competition of other areas."

Follow Up

Evaluating the program by all who participated is a most important step in a constant search for ways and means of improving its effectiveness. Students are required to submit a written report of at least one section they have visited. The very next school day following the program is devoted to oral reports from the agricultural students relating the highlights of the sections they have attended. Letters of thanks should be sent to the guest speakers and to participating faculty members.

A successful program should result in the following: (1) a greater awareness on the part of the students and their parents of the importance of early planning for agricultural careers; (2) gathering of first hand facts to be intelligently used in further study and selection of a career in agriculture; (3) a renewed enthusiasm and interest on the part of the students and their parents in recognizing the vital part the agricultural course can and does play in their preparation for the advanced schools and for satisfying careers in agriculture. □

In times of transition

"Worry Effectively"

FREDERICK J. PERLSTEIN

Vo-Ag Instructor, Minotola, N. Jersey

More frequently people break down from over-worrying than from over-working. If both are present, it becomes a serious problem as demonstrated by the present plight of the poultrymen.

As a teacher of adult courses in the Atlantic County Vocational Schools, I was faced with the task of giving these people renewed confidence as well as professional instruction—both badly needed.

It was October 5th, one week before Columbus Day, when I started my current series of classes for adult poultry farmers in the Bargaintown area. On this day 467 years ago, the courageous discoverer was sailing an uncharted ocean, surrounded by a

vestigate the marketing situation. We have to make a good study of improvement practices in poultry management, feed efficiency, prevention and cure of poultry diseases, and how to come up with a high quality and cheaper dozen of eggs in order to meet the competition of other areas."

We did get down to seriously studying the situation that night and the following weeks. This first night, October 5th, I felt I had achieved something, beaten away apathy and fear. They walked away with the conviction that in the long run no industry can continue to produce at a loss, that the worst part of the transition period was over, and that better times were at hand. "This day they sailed on and worried effectively." □

The United States has the world's greatest system of public (national) forests, effectively managed, says a Twentieth Century Fund study.



Stanton B. Smith, President ATANY 1958-59; R. C. S. Sutliff, Chief, Bureau of Agricultural Education, State Department of Education, Albany, New York; Gerald R. Fuller, Committee Chairman, Edward Lynch, Senior student majoring in Agricultural Education, N. Y. S. College of Agriculture, Cornell University. (Photo by E. Russell, Vo-Ag Teacher, Heuvelton, N. Y.)



Gerald R. Fuller, Committee Chairman; Edward Lynch, Senior student majoring in Agricultural Education, N. Y. S. College of Agriculture, Cornell University; Dr. Charles W. Hill, Head, Agricultural Education Department, Cornell University; George Heiderman, President 1958-59, N. Y. S. Association of Future Farmers of America. (Photo by E. Russell, Vo-Ag Teacher, Heuvelton, N. Y.)

The association of teachers of agriculture of New York - - -

Recruits Teacher Replacements

G. R. FULLER, Vo-Ag Instructor, Indian River Central School, Philadelphia, N. Y.

THE Association of Teachers of Agriculture of New York considers the recruitment of prospective teachers of agriculture to be an important phase of their program of work. Each year the Association President appoints a Committee for the Encouragement of Prospective Teachers and a sum of money is set aside in the budget to defray the committee's expenses. The objectives of this committee are three fold. They are: 1. to organize and conduct a recruitment dinner at the State FFA Convention; 2. to encourage teachers of agriculture to promote their profession to high school students; 3. to co-operate with the Agricultural Education Department, Cornell University, in identifying prospective students for teacher training.



Gerald R. Fuller

Recruitment Banquet

The annual Future Teachers Banquet held each year at the State FFA Convention could be considered the high light of the committee's yearly activities. The Association of Teachers of Agriculture invites all vo-ag pupils who are interested in the profession of teaching agriculture to attend this

banquet as their guests. The Association pays for the pupils' meals out of their treasury.

The purpose of this banquet is to acquaint the prospective teachers with some of the aspects of our profession. Generally this is done by inviting a representative of the State Education Department, the Teacher Training Staff at Cornell, and a senior student majoring in agriculture education, to each give a short (10 minute) talk. This particular technique has proved very effective, as the comments from the boys have indicated, in passing along information about teacher salaries, job opportunities, the future of vo-ag teaching, and what to expect upon entering The College of Agriculture at Cornell.

At the last Future Teachers Banquet, the Association invited as guest speakers R. C. S. Sutliff, Chief of the Bureau of Agricultural Education, State Education Department, Albany; Dr. Charles W. Hill, Head, Agricultural Education Department, Cornell University; and Edward Lynch, then a senior student majoring in agriculture education at Cornell, who is now teaching vocational agriculture at Lisbon Central School, Lisbon, New York.

As an indication of the interest in this banquet, 28 boys and 28 teachers and other professional men were pres-

ent for a total of 56 dinners served. Among those present were George Heiderman, State FFA President; Stanton B. Smith, President, ATANY; Julian Carter, Regional Vice-President, NVATA; and members of the Bureau of Agricultural Education and the teacher training staff.

Pupil Surveys

It is important that the Future Teachers Banquet does not overshadow another important function of the Encouragement of Prospective Teachers Committee. This committee has conducted surveys among the vocational agricultural departments in the State to obtain names and home addresses of high school pupils who are interested in our profession and show that they have the qualities necessary for entering college. This function is generally carried on in close co-operation with the teacher training staff at Cornell and provides them with a list of pupils whom they may contact.

One of the main functions of the Committee for the Encouragement of Prospective Teachers is to keep the teachers of agriculture of New York State aware of the need for good, well qualified pupils to continue on to college and obtain training as vo-ag teachers. This will insure that an adequate supply of well qualified replacements will be available to fill the vacancies which arise in our ranks.

Summary

The committee's activities serve as one of the many ways in which the Association works closely with the Bureau of Agricultural Education at

Albany and the Agricultural Education Department at Cornell University. Perhaps only a few of the boys who are attending our banquets are going to college and becoming teach-

ers of agriculture, but by making the teachers throughout the state aware of the need for good replacements, many students who are attending Cornell have been contacted and have

decided that perhaps our vocation "might not be so bad after all." I am sure that if this committee did not continue its functions it would be missed by all. □

Personality Analysis—An Approach to Teacher Selection

TED R. ROBINSON, Teacher Education, Iowa State University



Ted R. Robinson

THE ultimate success of a teacher is often dependent upon his personality! This statement reflects the attitude of many teachers, students and teacher trainers. Little evidence, however, is avail-

able to indicate that personality assessment is being used to screen potential teacher candidates in our teacher training institutions.

If one accepts the hypothesis that a "good" personality is a requisite for success as a teacher, two problems immediately arise.

- (1) What is a "good" personality and how can it be adequately measured?
- (2) How can the success or competency of a teacher be determined?

Certainly the solution or answer to these questions will be of paramount importance to the teaching profession. The need for a greater number of teachers who possess personality patterns which enable them to maintain desirable relationships with the community, the schools' administration and staffs and, above all, the student bodies of the schools has been and will continue to be emphasized by teacher trainers, school officials and the general public.

Those associated with vocational agriculture have been primarily concerned with the evaluation of various aspects of the high school program, the young and adult farmer programs and the placement of graduates in farming and other occupations. Few attempts have been made, however, to assess the psychological characteristics, particularly the nonintellectual characteristics, of those employed as vocational instructors. In view of the broad community agricultural program conducted by vocational agricul-

ture instructors, the need for assessing the personality traits of the instructors is almost axiomatic.

Teacher training departments and institutions are not, in many cases, carefully evaluating potential teacher candidates who apply for admission. Teacher trainers stress the importance of adopting a guidance-centered philosophy of education—a philosophy which is based upon the individuality of students. We stress the need for preparing a student for those occupations which best suit his *individual* aptitudes, interests, personality, etc., yet we continue to open the doors of many of our teacher training institutions to nearly everyone who pays his tuition and who meets the minimum scholastic requirements for admission.

Why don't we protect the public from the teacher candidate who is not qualified or capable of becoming a master teacher? Why don't we establish minimum requirements (other than scholastic) for admission to our teacher education programs? The answers are simple. First, we cannot attract enough capable young people to our programs because of the prevailing low salaries offered in our school systems, and the opportunities for advancement as a teacher are not adequate to retain the capable teachers that we do attract. Second, we do not know where to establish minimum requirements because we do not know the attributes of the successful teacher. We can't cut out a pattern because we don't know what the mannequin looks like.

Several authors have concluded that there is no predominate personality pattern for the potentially successful teacher. Others have stated that there are several patterns for good teachers and several for the less successful teachers. In spite of such claims, this study was undertaken as an attempt to measure the personality profile of the vocational agriculture instructors of Iowa—and to determine the differences, if any, which existed

among the instructors when they were stratified in criterion groups on the basis of their appraised success as teachers.

Method

This study was designed to determine the personality trait profile of Iowa vocational agriculture instructors by means of an instrument, the Guilford-Zimmerman Temperament Survey, which purports to measure ten traits of an individual's personality. The Guilford-Zimmerman Temperament Survey (hereafter referred to as the GZTS) was developed from the earlier Guilford series of personality inventories as a single inventory for providing a comprehensive picture of individual personalities.

The GZTS was administered to the instructors who were employed in Iowa for the 1958-59 school year. Individual GZTS profiles and occupational and personal history data, which were obtained from a questionnaire administered in conjunction with the GZTS, were collected from 280 of the 290 instructors.

Information concerning the success of each instructor was requested from the superintendents of the schools employing the instructors. The superintendents were asked to appraise the instructors on the following criteria:

- (1) Classroom effectiveness
- (2) Supervised farming programs
- (3) Young and/or adult farmer programs
- (4) FFA program
- (5) Professional attitude and development
- (6) Faculty and administration relationships
- (7) Community relationships

The instructors were appraised as being "above average," "average" or "below average" on each of the seven criteria. These appraisals were then quantified as "3," "2" and "1" respectively, and an appraisal score was computed for each instructor. The instructors were then stratified in four criterion groups according to the frequency distribution of the appraisal scores.

Findings

The GZTS profiles of the vocational agriculture instructors were analyzed

by testing the significance of the differences in the mean scores attained by the instructors and the mean scores recorded for the GZTS norm group. The GZTS norm group consisted of an adult male population from the southern California area. An examination of the mean scores, as shown in Table 1, revealed that the instructors scored consistently higher on all ten traits than the norm group. Statistical analysis indicated that these differences were significant.

The mean scores for each trait were computed for each of the criterion groups of instructors. Analyses of these groups indicated that differences in the scores achieved were not significant. In other words, the differences in the scores attained by the criterion groups were not great enough to indicate, for example, that the more successful instructors score differently from the less successful instructors.

The author identified the more successful criterion group of instructors as group "3" and the less successful criterion group as "0." Groups "2" and "1" were intermediate in their success as instructors. Figure 1 provides a graphic indication of the differences among the mean scores attained by criterion groups "3" and "0" and the GZTS norm group. This figure emphasizes the divergency between the scores attained by the vocational agriculture instructors and the norm group. It also points out the nonsignificant differences in the scores recorded for the "3" (more successful criterion group) and the "0" (less successful criterion group) groups. The differences in the mean scores attained by the groups "3" and "0" on the traits of General Activity and Restraint indicated that the more successful instructors seemed to be more active, enthusiastic and serious-minded than the less successful group.

The mean scores attained by the four criterion groups on the ten per-

Table 1. GZTS means scores attained by Iowa vocational agriculture instructors and the GZTS norm group

Traits		Vocational agriculture instructors	GZTS norm group
General Activity	(G)	18.05	17.14
Restraint	(R)	19.31	16.67
Ascendancy	(A)	17.81	16.48
Sociability	(S)	21.56	19.15
Emotional Stability	(E)	21.14	17.22
Objectivity	(O)	20.77	17.95
Friendliness	(F)	17.39	13.67
Thoughtfulness	(T)	19.20	18.58
Personal Relations	(P)	22.65	17.08
Masculinity	(M)	21.21	19.84

sonality traits are presented in Figure 2. The figure is not intended to serve as an indication of the relationships between the groups and the traits of personality. It does, however, indicate the similarity of the mean scores attained by the criterion groups.

Analyses were also made to determine the relationships, if any, which existed between the criterion groups and the data concerning the occupational and personal history of the instructor which were obtained from the questionnaire. The chi-square analyses of the differences in the observed and expected frequencies of the criterion groups classified according to the continuity of the teaching career and the number of teaching locations were significant at the five percent level.

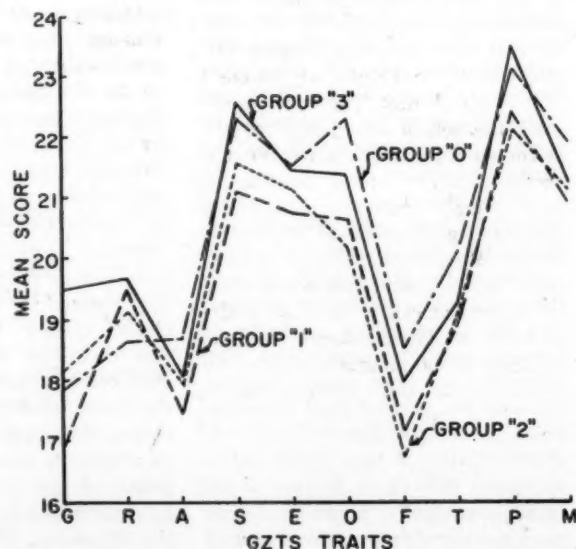
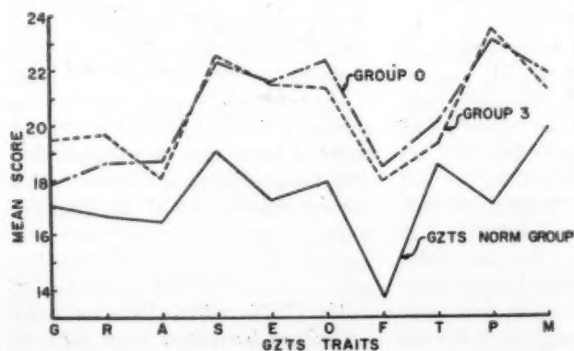
Although the relationships were not clear-cut, there was some evidence to indicate that a greater number of instructors who had maintained continuous teaching careers were appraised as being the less successful instructors within the sample. In addition, the analyses seemed to indicate that a greater number of the instructors who had taught in only one school

system were appraised as being the less successful instructors.

There was also some indication, as one might expect, that those instructors who had more teaching experience and more graduate work tended to be appraised as the more successful instructors. The factors of experience and graduate study—plus many other factors—undoubtedly affected the appraisals of the success of the vocational agriculture instructors. The relative influence of each factor and the interrelations of these factors confounded the analyses of the distribution, representativeness and relationships of the criterion groups to other variables.

Summary

The results of this study indicate that, in general, there were highly significant differences in the personality trait mean scores attained by the instructors as compared to the GZTS norm group. Thus, the inference might be made that the GZTS differentiated vocational agriculture instruc-



tors from the adult male population. The profile obtained from this study could conceivably be used as a "tool" by high school and college guidance counselors and teacher placement personnel. If the counselee's personality trait scores, as measured by the GZTS, approximate the mean scores attained by the vocational agriculture instructors (see Table 1), he should be encouraged to investigate the possibili-

ties of the vocational agriculture teaching profession as an occupational choice.

It should be emphasized that the personality inventory is not *per se* a selection device, but rather it is an instrument to be used as a part of the total guidance process. Other important personal characteristics of the individual need to be considered. Although the GZTS did not differentiate

the criterion groups of instructors in this study, continued effort should be placed on the need for identifying and measuring the personality traits of teachers classified according to their competency or success. If and when we are able to measure competently the personality characteristics of the more successful teacher, we will have attained an important milestone in improving the teaching profession. □

Agri-Business-Agri-Service Training for Vo-Ag Students

K. B. CUTLER, Regional Supervisor, California



Kenneth B. Cutler

What vocational agriculture teachers are looking for over the entire nation is a program for training their students for occupations in agri-business and agri-service. Most vo-ag teachers have included

units on opportunities in these fields in their course of study. However, the actual training for specific occupations related to farming is where the teacher runs into difficulties.

Is it possible in our local school districts to give the vo-ag students experience in agri-business and agri-service? One vo-ag department accidentally found a solution to this problem. The story of how it came about reads like a Horatio Alger's success story. This is the story:

The local school board of a typical American rural community requested a review of the vo-ag program by a lay advisory committee of citizens in the school district. The vo-ag teacher and the school superintendent then went to work to organize the temporary advisory committee. Eighteen men were chosen from the leading farmers, agri-business and agri-service fields to attend three two-hour meetings to study what was being offered in the vo-ag course of study and to make recommendations for any changes in the program.

Sixteen of the eighteen men attended the first meeting. On the committee were several successful independent farmers, at least two large corporation farm managers, a banker, a couple of seed-producing company

representatives, a nurseryman, a fertilizer company representative, an insectory representative, and several leaders in the major farm organizations and farm cooperatives. The first meeting was spent in stating the aims and purposes of vo-ag and in discussion of the present course of study.

During the second meeting the key question was asked, "What will happen to the vo-ag student who does not get into farming?" The opportunities in agri-business and agri-service were suggested. One of the committeemen from a corporation farm stated that he had difficulty getting men who were interested in becoming a foreman of a work gang or of an operation on the farm. He stated that these foremen did not need to be college graduates, but that he could train them for the job if they were interested.

The superintendent then came up with the key word and idea. He stated that this was the time of year that the school was selecting applicants for scholarship winners among the top-ranking scholastic students. Then why not establish **WORKERSHIPS** for qualified vocational agriculture students, both in school and graduating, and both going on to college and terminal. He continued to suggest that an employer in agri-business or agri-service offer \$100 in wages at 75c per hour for those students who wanted to learn the business or service.

Details of how the workshop would operate took up the remainder of the second and third committee meetings. The outline of this organized training program follows:

WORKERSHIP

I. Employer's responsibility

- A. Offer \$100 in wages at 75c per hour.

B. Set up a training program for about 135 hours.

1. Set down on paper the areas of training in the business or service.
2. Schedule the hours to be devoted to each of the areas of training.

C. Designate who will train the student employee.

D. Evaluate the student during and after completion of the workshop.

II. Selection of Students

A. Competitive examination.

B. Personal interview with employer.

C. Parents' consent in writing.

III. Vo-ag teacher's responsibilities

A. Assist employer in making work outline.

B. Assist in the selection of student worker.

C. Supervise the student on the job.

Close supervision is needed in the early phases of the workshop.

D. Collect evaluation on the student and put in his school permanent record for future reference.

The results of the three meetings of the lay advisory committee were far beyond the expectations of everyone concerned. The change in the vo-ag program at this school has resulted in a solution of the training of our vo-ag students in the fields of agri-business and agri-service. How did the workshops work out in the summer of 1958? There were nine workshops offered. Six were filled. Every student participating was enthusiastic, as was the employer, teacher, superintendent, and the community. Every student was offered continued employment at a higher wage. Offers of workshops continued to come in during the year. The summer of 1959, fifteen workshops were offered.

The vo-ag teacher, in looking for improvements of the agri-business and agri-service program, intends to ask each employer to come before his classes one or twice a year to tell about his business or service and what training, education and personal traits are necessary for employment.

The key steps in the establishment of the workshop program are as follows:

- I. Create a lay advisory committee composed of leaders in the agri-business and agri-service fields.

- II. Set up three (two-hour) meetings.

- A. Ask the committee to review the present program and to suggest changes.
- B. Explain the opportunities that the members of the committee can give to interested vo-ag students through workshops.
- C. Work out the details of how the program will operate.

- III. Secure close co-ordination and supervision by the teacher with the employer, participating stu-

dent, parents and school administration.

- IV. Provide favorable publicity for all participating parties.

The workshop program in this vo-ag department has accomplished more than solving the problem of agri-business and agri-service training of vo-ag students, it has created local interest and support in the school and in vocational agriculture.

Reference source:

Gordon Woods, Vo-ag Director
Max Forney, Superintendent
Santa Paula Union High School
Santa Paula, California □

Vocational Guidance Opportunity

For Teachers of Vocational Agriculture

WILLIAM H. KNIGHT, Teacher Education,
Ohio State Univ.



Wm. H. Knight

DO YOU know how many of your students actually have chosen to become farmers, to enter part-time farming or to turn to related agricultural occupations? Do you know what value they place

upon the FFA as it relates to their vocational plans or how the availability of guidance services in the school affects the value of the help given students in their vocational planning? And do those fellows who never intend to become farmers find any value in their study of vocational agriculture?

The answers to these and related questions were sought in a dissertation study completed in 1958 by the author. Information was collected from five hundred seventeen freshmen and two hundred sixty-one senior students enrolled in forty-two schools in Michigan. Schools were selected to be representative on the basis of location in the state, size of school, number of teachers, and number enrolled in vocational agriculture. The author's experience outside the state of Michigan has lead him to believe that many of these findings have a more general application.

How many students of vocational

agriculture indicated that they actually hoped to enter farming? Actually there were very slight and insignificant differences between the percentages of freshmen and seniors who chose to enter farming. About half of each group chose farming.

Of interest was the number who chose to enter part-time farming and agricultural occupations other than farming. Although forty-one of the forty-two teachers in the schools that were surveyed said they provided information on opportunities in these occupations, less than five percent of the student population surveyed indicated choices in these areas. One might speculate as to the reasons for the rather small percent making vocational choices in these closely related



Parents usually welcome an opportunity to discuss their son's vocational plans with a qualified person.

fields; it seems worthy of further study.

Table I shows the vocational choices of freshmen and seniors. Some of those who chose careers in the professional area indicated careers that might be classified as agricultural. This would be true in the service and other areas, too, but when the specific choices were examined, it was found that they would not add significantly to the number who chose agricultural occupations other than farming.

Did students expect to enter these occupations in the same percentages

TABLE I
THE TYPE OF WORK STUDENTS INDICATED THEY WOULD LIKE MOST TO DO WHEN THEY FINISHED SCHOOL

	Professional	Service	Clerical & Sales	Agriculture	Mechanical	Manual
Freshmen	18.0%	4.1%	1.1%	50.3%	10.4%	3.5%
Seniors	20.5%	1.9%	5.0%	49.0%	15.1%	2.3%
	Military	Uncertain				
Freshmen	6.4%	6.2%				
Seniors	1.2%	5.0%				

as indicated by their choices? The answer is, no. Fewer freshmen and seniors in statistically significant numbers indicated they expected to enter the professions. This decrease in the number expecting to enter the professions was accompanied by increases in the numbers expecting to enter the mechanical, manual, and military occupations. These increases were not significant at the five percent level of confidence. Expectations of entering agricultural occupations were almost in the same proportion as aspirations to them.

About half of the schools reported in the study had guidance personnel available for specialized work with students. In schools having guidance personnel, fewer students expected to enter the professions, more expected to enter mechanical occupations, and seniors were less uncertain as to what they would do when they left school. Individually none of these differences were significant, but in the aggregate they were statistically significant.

How important was the agricultural teacher in helping the student make vocational plans? Teachers of agriculture rated as important but less important than experience, parents, school, study of occupations and agriculture, participation in the FFA, and others already in the occupation of the student's choice. Teachers of agriculture were more important sources of help, however, than other school personnel. It should be of interest that seniors, especially, found participation in the FFA as being a very valuable

aid in their vocational planning. In schools having guidance personnel available, student responses indicated that there was no significant difference between the value of sources outside the school and school sources of help in vocational planning. Over sixty percent of the population, without respect to their vocational choices, stated that vocational agriculture had helped them develop skills of value in the occupation of their choice.

Despite the fact that some persons, other than the agriculture teacher, were rated by students as more important sources of help in making their vocational plans, the agriculture teacher is in an especially favorable position to aid students in making realistic vocational plans. The following points should be considered in planning to carry out a phase of guidance by the agricultural teacher.

1. Foremost must come a recognition by the teacher of the importance of vocational guidance and ways in which he may cooperate with others in providing it.
2. The teacher will need to fortify himself with up-to-date reliable information on vocational opportunities and requirements. The United States Employment Service, Colleges of Agriculture, commercial guidance agencies, and other sources can supply this type of information.
3. An understanding of the individual student's interests, aspirations, aptitude and ability is

needed. This may in part come as an outgrowth of the process of instruction. Some may come from a study of school records. The person responsible for guidance in the school may aid in supplying additional data.

4. The farm visit provides an opportune time to discuss with the parents and the student his educational and vocational plans. The teacher may want to counsel at times with the parents in the absence of the student.
5. The school counselor usually is the person in the school primarily responsible for carrying out vocational guidance. It is with this individual that the teacher of vocational agriculture will want to counsel relative to cooperating in the process of vocational guidance. A cooperative relationship may be of benefit to both. Sometimes the teacher of agriculture can provide the guidance person with data relating to career opportunities in agriculture. The teacher of agriculture may benefit from the information and specialized understandings had by the guidance person.

The goal of vocational guidance is to help the individual to achieve an understanding of his own potentialities and to wisely relate these to vocational opportunities. The teacher of agriculture is genuinely privileged to have a part in this important task. □

A former student takes . . .

A Backward Glance at Student Teaching

EDWIN B. WILSON, 1959 Agricultural Education Graduate,
Virginia Polytechnic Institute



Edwin B. Wilson

WHEN I was a boy, thinning corn by hand was a common practice. As I entered a field of corn in early morning, the rows looked very long and I felt that I would never reach the end. I have often

drawn the analogy between these corn rows of a dozen years ago and my freshman year at Virginia Polytechnic Institute. The path to the B.S. degree and graduation from college

seemed very long; the obstacles were numerous and the encouragements seemed few and far between. However, as I passed into my sophomore and junior years, the end appeared nearer just as the corn rows looked shorter as the sun made its way toward the western horizon. Finally the end arrived, and with it the sweet aftermath of success—the graduation ceremony. There is another similarity between thinning the corn and my college work. When I finished thinning the corn, I looked over the field and was proud of the orderly rearrangement I had made. As I reflect upon the past four years at V. P. I.

and recall the rich experiences of those years, I am proud of the knowledge I have gained.

Among my most treasured experiences is the quarter I spent student teaching. I am not relating these experiences for my classmates, because they shared them, but for those young men who will take agricultural education courses in the future. Such young men are very fortunate to be able to take a course of study which allows them to practice for the work they have chosen as a career. During student teaching all of the theory I had accumulated in more than three years of study was put into practice; and, I was surprised to find how fast I ran out of theory. I found out not only what is meant by lesson planning, classroom teaching, on-farm instruction, and community citizenship, but I acquired a working knowledge of how they are accomplished. Let us

take a lesson plan for example: when I left V. P. I. at the end of the Fall Quarter I thought I knew beyond the shadow of a doubt everything there is to know about one, including its purpose and how to use it. In January when I reached the student-teaching center I was in for a surprise—a lesson is really not what I thought it was. I quickly found out that a lesson plan is not a prepared paper that anyone can read to a class and cause the members of that class to learn. I came to realize that only a well-trained individual, with a professional background, can use a lesson plan as an aid to stimulate learning in the minds of students.

It gave me real satisfaction to teach a lesson in the classroom that resulted

in the students deciding to put into use one or more practices and then visit the boys on their farms and find them using the practice or practices profitably.

There are certain lessons in classroom psychology that I also learned by teaching. I learned that I should keep myself on a superior plane and never on the same level with the students, but this must be done in a tactful and never antagonistic manner. This is necessary to maintain respect. Only through respect can a teacher bring about desirable learning. High school boys, like all other forms of human life, have minds of their own and cannot be driven or herded like cattle—they can only be led or persuaded to act. A teacher should always

be aggressive and seek no substitute for a smile.

At the student-teaching center I felt at a disadvantage because I was new and had to prove myself worthy of faculty membership. I was under pressure as the teacher-trainer and supervising teacher evaluated my progress. Finally, I found out how much practical knowledge I had missed during the three previous years at college.

This is a brief summary of some of the things I experienced during student teaching. I think those who follow in the years to come will experience generally the same things. I place supervised student teaching first in importance as I recall the experiences of my four years at V. P. I. □

Influence of High School Vocational Agriculture on the Status Of Graduates in Nonfarm Occupations Not Related to Farming

ROBERT G. JONES, Graduate Student, Iowa State College



Robert Jones

THIS study was part of a co-operative study conducted by graduate students in agricultural education to study the occupational status of farm reared male high school graduates in nonfarm occupations.

The researchers cooperatively designed and mailed the questionnaire. Each individual selected his sample and processed the data.

The objective of this study was to determine the relation between high school vocational agriculture training and the status of the graduates in nonfarm occupations not related to farming. A sample of 240 graduates was studied, 120 of whom were vocational agriculture graduates and 120 of whom were nonvocational agriculture graduates.

Schools located in north central and east central Iowa that offered vocational agriculture programs during eleven of the twelve years from 1943 to 1954 were paired with schools in the same areas that did not offer vocational agriculture during this period. The pairings were based on size of school, location and population of town, soil type, level of living, type of farming area and nationality of people.

Forty-five pairings were made based on the above criteria. From these 45 pairs, 20 pairs of schools were selected by random sampling to make up the 40 schools used in this study.

Of the 120 graduates from each type of school, 60 graduates had been graduated during the 1943 to 1948 period and 60 had been graduated from 1949 to 1954. Six graduates from each school, three from each six-year period, were included in the sample.

The home characteristics of the graduates at the time of graduation from high school were similar. The items tested were (a) total acres operated, (b) parental land ownership, (c) age of fathers, (d) education of fathers, (e) education of mothers, (f) number of younger brothers, (g) number of older brothers, and (h) total number of brothers.

One hundred vocational agriculture graduates and 84 nonvocational agriculture graduates had marital status in 1958.

No significant differences were found between the two groups in respect to the following occupational characteristics: (a) the number of months in their present occupations in 1958, (b) number of occupations held since graduation, and (c) estimated value of a knowledge of farm-

ing in their present occupations. There was a highly significant difference in the number of workers supervised by the vocational agriculture graduates when compared to the number supervised by the nonvocational agriculture graduates.

Four variables were believed to be related to occupational status. These variables were military service status, occupational migration, type of employment and scholastic rank in class at time of graduation.

When military service status, type of employment, and scholastic rank in class at the time of graduation were compared with the two types of training, no significant differences were found. The nonvocational agriculture graduates migrated to a greater extent than did the vocational agriculture graduates. These differences were significant at the one percent level.

By comparing the interrelations of the four variables it was found that more migrants were salaried than would be expected. This difference was significant at the one percent level.

Military veterans had occupational income and occupational prestige scores that were higher than those for the nonveterans. These differences were also significant at the one percent level.

Differences that were significant at the five percent level in occupational

prestige scores and differences that were significant at the one percent level in occupational satisfaction were found in favor of the self-employed graduates. There were no significant differences between salaried graduates and self-employed graduates in occupational income.

Coefficients of correlation for the three criteria for measuring status were as follows: income and prestige, 0.32; income and expressed satisfaction, 0.24; and prestige and expressed satisfaction, 0.33. All these values were significant at the one percent level.

Coefficients of correlation were computed between scholastic rank in class and income, occupational prestige and satisfaction. The findings between rank in class and income, and rank in class and expressed occupational satisfaction resulted in a negative correlation value of -0.14 in each instance, which was significant at the five percent level. A negative correlation of -0.32, which was significant at the one percent level, was found between rank in class and prestige.

Graduates who ranked in the lower half of their class at time of graduation were in occupations scoring higher on the North-Hatt (1) occupational prestige scale, were receiving higher salaries and expressed greater occupational satisfaction than did graduates who ranked in the upper half.

The differences in occupational prestige between the vocational agriculture graduates and the nonvocational agriculture graduates were small. The mean score of the vocational agriculture graduates was 65.9, as compared to a mean score of 67 for the nonvocational agriculture graduates. These differences were nonsignificant.

Significant differences existed between vocational agriculture graduates and nonvocational agriculture graduates in respect to degree of expressed occupational satisfaction. The coded mean of the vocational agriculture group was 2.19, as compared to a coded mean of 2.37 for the nonvocational agriculture group. This difference was significant at the five percent level.

Slight differences existed between the vocational agriculture graduates and the nonvocational agriculture graduates in respect to annual occupational income. The mean annual occupational income for the vocational agriculture graduates was \$4,804, as compared to \$4,888 for the nonvocational agriculture graduates. The difference of \$84 was statistically nonsignificant.

Annual earned income, occupational prestige and expressed occupational satisfaction were considered by the author to be a measure of occupational status. The two groups of graduates were very nearly the same except for degree of expressed occupational satisfaction. In this respect, nonvocational agriculture graduates were more satisfied. This difference is probably to be expected since the employment of both groups was in nonfarm occupations not related to agriculture.

1. North, Cecil C. and Hatt, Paul K. Jobs and occupations: a popular evaluation. Opinion News 9, No. 4: 3-13. Sept. 1947. □

A Look at Our Guidance Activities

HAROLD C. POTTER, Vo-Ag Instructor, Hudson, Mass.

Throughout the educational world today there is an increasing reference to a relatively new service, the guidance program.

Because of its relative newness, many educational people are tempted to look askance upon the guidance program and all that it is trying to do. Unfortunately, I fear that some of our own agricultural teachers have become severe critics of the guidance program and its personnel. Yet, of all educators, it seems that we should be in a position to understand and to use the guidance facilities to our mutual advantage.

We have devoted a goodly share of our time to a type of guidance in which we have attempted to consider the "whole" student in terms of his educational, social, and environmental development. This is, in a nutshell, what the guidance department is trying to do. Since the guidance people are specifically trained in this type of work, I believe that we are in an excellent position to increase our own guidance activities and to correlate them with the overall guidance program.

Among many teachers, there seems

to be a mistaken impression that the guidance activities of the school must be left to the designated guidance director and his counselors, and that all others should keep a hands-off policy. This line of thinking is suggestive that it is our family doctor's responsibility to keep us alive and that the nutritional efforts of our wives, the precautionary services of our druggists, and the safety efforts of our police are of no avail. The activities of the guidance staff are most useful when professional ministrations are indicated, but in most instances their greatest value is in helping us and our students to help ourselves.

As an original premise, as we look toward the guidance activities within the school, I believe we should recognize that just as there are poor English teachers and—Heaven forbid—poor agricultural teachers, there are also poor guidance directors and counselors. This may be particularly true at the present time in a field that is expanding so rapidly and in which either lack of necessary training or lack of experience may leave something to be desired. Also, inasmuch as a great deal of the guidance counselor's work

is very closely allied to psychiatry, it is often difficult to measure in tangible terms the effect upon a disturbed mind.

How, then, can we utilize the work of the guidance department, and how can we assist in it?

First, we should seriously become familiar with what the guidance department is trying to do, and with the responsibilities placed upon it.

Functionally, one of the preliminary duties of the guidance department is to carry out a testing program. A testing program may be easily administered, but it is not so easily interpreted; and it is here that we and our trained guidance counselor may make or break the students with whom we are working. Without intending to dwell to any great extent upon the testing program, mention may be made of the best known testing medium, the intelligence or I.Q. test. Most of us recognize it as a test of native intelligence, largely unaffected by scholastic achievement, and we recognize that a score of 100 is apt to be average. Yet, if we were to allow our understanding of intelligence tests to stop here, we would do better never to know the I.Q. of a student in our classes. There is a significant lack of correlation between various I.Q. tests that would prove

most misleading. A single I.Q. score can be significantly affected if the student was under any emotional stress. A reading deficiency may throw a true intelligence quotient off by as much as 40 points. Lefthandedness may seriously affect an I.Q. score, as may a variety of other factors. It begins to become apparent, perhaps, how unjust we may be by arbitrarily accepting an I.Q. score, and certainly any thought of establishing a minimum I.Q. as a criteria for accepting students into our agricultural classes would be a questionable procedure.

We as agricultural teachers would be well advised to become acquainted with the various interest inventories that most guidance departments administer. They may indicate some latent interest in the student that we have not been aware of, yet which may be of vital concern to the student. However, solicit the assistance of your guidance person in interpreting such material. Let's remember that, just as we may be specialists in matters of agricultural concern, so he is a specialist in the testing field. A careful interpretation of test results may be of immeasurable value in handling our student selection program.

Now that mention has been made of the "student selection" program, let's consider for a moment just what we mean by the term. Frankly, it is possible that many of us are guilty of

questionable guidance procedures in our selection. After all, should we be selecting students for our classes or should the students be selecting our program? How often do we hear an agricultural teacher say:

"The son of the best farmer in town isn't taking the agricultural course and I can't talk him into it."

By what God-given right should we try to talk him into the agricultural class? By our standards, perhaps he should belong there; but what makes us so omnipotent that we can decide for him? Isn't it possible that there is a direct ratio between the number of boys who drop out and the number who are "talked into" taking agriculture?

I believe that we will do a far better job of selection by making our guidance people, the entire student body, and the community as a whole thoroughly familiar with what our classes have to offer and then allowing the students and their parents to make up their own minds than we will ever do by enticing students into our departments because we feel that we want them there. I believe that all of us have become cognizant of the fact that many of our most successful graduates have come to us unheralded and often with little farm background. If we will make available to the guidance department much of the material relative to agriculture which

crosses our desks, we may find that our enrollment will be increased by students of considerable promise. Moreover, if we make the guidance people aware of the fact that we do maintain standards of high performance, the good guidance counselor will help steer the misfits from our door.

As we consider high standards, we would improve our guidance activities if we would pay greater attention to high standards in the overall development of the student. Too often, we may be excellent agricultural technicians but fail as teachers. We may be too prone to assume that the shortcomings of our students, intellectually, morally, and emotionally are the fault of some previous training; and we are willing to accept careless and sloppy academic work to the everlasting detriment of the child. We should maintain standards of behavior high enough to make mandatory "Codes of Ethics" unnecessary.

In conclusion, psychological guidance has become a part of our educational and social pattern. We can resent it, ridicule it and be overcome by the tide. Or we can accept the fact and use it as a tool in our work for doing a better job of educating young rural people to become better citizens in a more complex society as well as in producing better agricultural workers. □

Why Leadership Education for Future Farmers?

T. DEAN WITMER, Supervisor, Sunbury, Pennsylvania



T. Dean Witmer

IN many areas throughout Pennsylvania and the rest of the nation, it has been customary to hold a Leadership Education Conference for local FFA officers elected to lead the chapter for the coming year. Since the demand on student's time has been on the upward swing, it appears that an evaluation is necessary to justify time taken from the school day to provide this important phase of developing a student for future citizenship. Since the advance of the space age, some

educators have put all their hope, ambition and influence behind the idea of developing the mind in 180 days of strict academic class attendance. Therefore, it appears necessary to have some form for looking at ourselves objectively.

Each year nine FFA Chapters of Snyder, Union and Northumberland Counties band together and hold a one-day Leadership Education Conference. This has been an annual affair for the past 10 to 15 years. Prior to the conference each chapter elects new officers to participate in the leadership education conference.

The Area Officers, who preside over the Convention, have been selected by the former group of officers.

Since there is some hesitation on

the part of inexperienced school administrators to permit their representatives to attend this convention, a questionnaire was developed following the conference. The purpose of this survey was to sample the participating students' and teachers' reactions to the value and worth of the leadership education conference. A total of 66 students and 8 teachers completed the survey questionnaire.

Following are answers given by the participants to the questionnaire:

1. Is a Leadership Education Conference worthwhile? 74 yes, 0 no.
2. How would you rate this year's conference? Excellent—20; Good—49; Fair—4; Poor—0; No rating—1.
3. Is Leadership Education Conference worth less than ¼ day of school—0; ½ day of school—4; 1 day of school—46; 2 days of school—13; more than 2 days of school—11.

- *4. Do you like sectional meetings?
Yes—72; No—1; and 1 said fair and 1 failed to answer.
5. Do you like student speeches?
Yes—58; No—15; 1 said some.
6. Do you like adult speeches?
Yes—57; No—15; 2 said some.
- *7. Are sectional meetings too long?
Yes—17; No—56; 1 failed to answer.
8. Did you learn something worthwhile? Yes—69; No—0; 5 did not answer.
9. Should Leadership Education Conferences continue? Yes—73; No—1.

The conclusions reached in this study indicate that leadership conferences are necessary and worthwhile. In today's thinking, efficiency appears to top the list in educational circles; therefore, it can be pointed out that better than 90% of the participating students and teachers agree that this day of leadership education is worth one or more days of school.

From general observation of several schools who take part in this event along with the Chapter Procedure teams, many educators have taken advantage of these Future Farmers' ability in leadership. To illustrate, English teachers have invited FFA boys to visit their English classes and

*In the sectional meeting, each group is divided into their respective office and taught by a teacher of agriculture.

**45 to 90 minutes are the length of the sectional meetings.

(PROGRAM OF 1958 CONFERENCE)

Registration	Selinsgrove Chapter
Opening Ceremony	SUN FFA Officers
Business Meeting	Assembly
Introduction of Guests	SUN President
Address "Move Ahead Mr. Future Farmer"	Byron Martz
Announcements	State Reporter
	T. Dean Witmer, Supervisor
Sectional Meetings	
Lunch	
Group Singing	Joseph Wolfe, Principal, Warrior
	Run H. S. & Walter Fairman,
	Teacher of Agriculture
	Robert Drick, Teacher of Agriculture
	John Carter, Assistant Superintendent
Group Picture	
Remarks "For Landsakes"	
Sectional Meetings	Assembly
Election of Sun Officers	Officers
Installation of Officers	Assembly
Other Business and Adjournment	

(PROGRAM OF 1959 CONFERENCE)

Registration, Group Singing, Devotions	Northumberland County
Opening Ceremony	SUN Officers
Address "A Challenge to Future Farmers"	Stephen Witmer
Sectional Meeting	State Vice-President
Announcements	T. Dean Witmer, A. Adviser
Address "Future Farmers of America"	Kenneth Betsker, Middleburgh
Business	Assembly
Remarks	Dr. Clifford Jenkins, Superintendent of Northumberland Schools
Lunch	
Group Photograph	Kent Kresge, Agriculture Teacher
James Fink (Address)	James Fink, State Supervisor
Telephone Etiquette	Bell Telephone Representative
Sectional Meeting	
Election of Officers	Assembly
Installation	Assembly
Other Business and Adjourned	

demonstrate Parliamentary Law. Others have invited boys to take part in assembly programs and class advisers have used Future Farmers to assist in class meetings. In many cases,

Future Farmers have made excellent class officers and student council members. Their leadership training in the FFA has contributed materially to this success. □

Study of Teaching Farmer Cooperatives to Vocational Agricultural Classes in California

DOUGLAS D. KLEIST, Graduate Student, Dept. of Education, U. of California

Farmer cooperatives are studied as a basic unit by students in California vocational agricultural classes. Rapid changes in mechanization, management and marketing have brought about the realization that education regarding farmer cooperatives is important to both the farmers of this state and the economy of the whole nation.

The importance of cooperatives in this state is emphasized by the fact that they transact an annual volume of business of approximately \$1,066,525,000.* California cooperatives such as Sunkist, Diamond Walnuts, and

Sun Maid Raisins are constantly distributing quality products to the 49 states as well as abroad.

An educational program in farmer cooperatives has been conducted by teachers of vocational agriculture in California for many years. This program has included a wide variety of activities. It was initially sponsored by a group of farmer cooperatives and since 1955 by the Agricultural Council of California. This Council provides appropriate educational materials on cooperatives, arranges for talks to classes by representatives of local cooperative organizations, distributes test papers for local and sectional quizzes on principles and practices of cooperatives.

Purpose

A comprehensive study completed by the author reveals the methods used by the Agricultural Council of California to help teachers of vocational agriculture meet today's challenge to cooperatives with sound educational principles. The purpose of this study was to analyze the cooperative educational program in California as it is now organized to determine:

1. The amount of time devoted to instruction on farmer cooperatives in California.
2. The adequacy of instructional aids on farmer cooperation.

*Net business 1956-57

"News for Farmer Cooperatives," Farmer Cooperative Service, U.S.D.A.
"Cooperative Dollar Volume Up," April 1959, P. 16.

Method

The study was started with a pilot survey which included forty vocational agriculture teachers; then followed a state-wide survey including all vocational agriculture teachers and involving students enrolled in vocational agriculture throughout the state.

Specific questions pertaining to various subject areas relating to the teaching of farmer cooperatives were asked of both teachers and students. Questionnaires were sent to 223 vocational agricultural teachers and 398 vocational agricultural students who participated in the state-wide 1958 cooperative quiz contests.

Present Program

Ordinarily the study of cooperatives by juniors and seniors enrolled in vocational agriculture begins in early fall. At this time, classes use the educational teaching aids developed by the Council. After students have studied these and other materials, they participate in a local farmer co-op quiz contest. High-scoring individuals in each chapter receive cash awards and two are eligible to compete in the sectional contest. All participants in the sectional contest and their instructors attend a dinner sponsored by the Council. The state-wide winner in local and sectional contests receives an expense-paid trip to the annual meeting of the American Institute of Cooperation. The teacher of the highest scoring chapter in the state is also awarded a trip to this meeting.

Findings

It has been found that the quiz contests aid materially in stimulating student interest in the many current problems of cooperatives. They also help to teach basic principles of cooperation and to promote cooperative

activities within Future Farmer chapters.

Following is a summary of the results of this study: (1) Of the 183 schools participating in the study, instruction in farmer cooperatives was given to 98.7 per cent of the senior classes, 99.6 per cent of the junior classes and less than 20 per cent of the sophomore and freshmen classes. (2) The mean number of hours devoted to instruction on farmer cooperatives for the various classes was: 13.08 senior, 13.13 junior, 4.49 sophomore and 2.60 freshmen. (3) Most teachers, 92.9 per cent, used the lecture method with student discussion as a means of presenting the subject on cooperatives. (4) Students felt that class presentation on cooperatives given by their teachers could be improved by including or increasing the use of the following: movies, field trips, more specific information, additional time for study and frequent practice tests. (5) More than 92 per cent of the teachers indicated that they would still teach the subject of cooperatives if there were no cooperative quiz contest. (6) Over 85 per cent of the students wanted instruction on cooperatives regardless of monetary awards given to winners in the quiz contest. (7) Only 37.3 per cent of the teachers in the study had taken college courses in the field of cooperatives. Of these, 57.1 per cent felt that these courses adequately prepared them to teach this subject. (8) Less than 10 per cent of the students received instruction on cooperatives in other high school classes. (9) Over 60 per cent of the schools in the study had one or more cooperatives owned and operated by the Future Farmer chapter. There were 141 chapter owned cooperatives in all. (10) Very little difference was found in average and range of scores on the local cooperative quiz among

students from schools having large enrollments and those having small enrollments. (11) Teachers generally agreed that the giving of awards was not overemphasized and should be continued. (12) A large majority of students, 82.7 per cent, stated that they approved questions involving mathematics in the cooperative quiz. (13) Seventy-eight per cent of the vocational agricultural classes were visited by representatives of cooperatives and/or Mrs. Alyce Lowrie of the Agricultural Council in 1958. The majority of teachers were well satisfied with the class presentations by these representatives.

The following recommendations are made:

1. A state-wide, adult farmer (cooperative members or nonmembers) educational program on cooperatives should be organized. This program should include such areas as cooperative principles, management, and organization. It could be taught by a selected vocational agricultural instructor or some other qualified person.
2. A course dealing with farm cooperatives should be offered during the annual "Skills Week" program at California State Polytechnic College. Members of the Agricultural Council and qualified college instructors could serve as instructors for this course.
3. There is need for an FFA committee to meet with the Agricultural Council representatives to discuss the cooperative quiz contest and problems relating to farmer cooperatives.
4. There is need for the establishment of a working agreement between cooperatives and local FFA chapters for vacation or part-time employment of chapter members. □

Guidance A Must

In the Vocational Agriculture Program

JOHN E. BISHOP, Vo-Ag Instructor, Winterset, Iowa

More and more pressure is being exerted on our American youth in this fast moving space age. It has not been many years ago that youth had a great deal more time to shop around and try to find its niche in society. We can no longer afford this waste of human resources. We need

the best that each person has in him in order that our democratic society might survive the power struggle in which we are engaged. Those who are to be successful in this struggle will be those who can achieve the most with what is available to them.

In years past too few people were

concerned with the development of youth for a useful life. The youngsters operated on a day-to-day basis. In a few short years they had grown up and then came that day of decision which all youth must face. I well remember the last day of high school in my own career. My superintendent came into the room. He came to my desk and stopped. He said, "You are now through with high school. How do you feel?" What a low feeling I had. The cold hard facts

of life were beginning to soak in. "What was I going to do?" No guidance had been offered in the school system. Many people had ideas and were plenty willing to tell you what you should do.

Then came a period of floundering around trying to find something which would be worth while and which would provide a suitable standard of living. A period of six years was spent in this search. Finally a friend, whom I had met at college, came to the rescue. He suggested, after studying my situation, that he believed that with my farm and rural background that I should try and get into a field of work where I could use this past experience. Never before had anyone suggested that I consider this approach in selection of a life's work.

Finally I transferred to another department on the college campus. This time I finally found a field of study in which I was able to achieve good results. It was a type of work and study which I enjoyed. I had finally decided upon a type of work which I would follow for life.

When one begins to look back over the past, he begins to wonder how many young people have had the same or similar experiences. I know there must be several young people who find themselves in this or similar situations. Recently I visited with two students who were enrolled in the engineering division of one of our

leading engineering colleges in the United States. Both were unhappy and after more than two years in college were asking, "What is this field called engineering?" How many of these young people are there in our society? I am sure it is not all immaturity on the part of these young people. Apparently this has gone on for a long period of time and will continue to be with us.

This may seem to be removed from vocational agriculture, but actually we must face the facts that in the rural areas of the United States we are producing a surplus of people. Agriculture cannot provide all the jobs which these people need.

Those young men who are surplus in the rural areas as well as those who will remain on the farms should be given the opportunity to study various occupations in order that they may know of the many opportunities which society has to offer. The boy who is studying vocational agriculture needs a better understanding of himself so that when he decides that farming will be his way of life that he really knows why he wants to farm. He should know what other jobs offer and what the advantages and disadvantages of those occupations are. Often the grass on the other side of the fence isn't as green after all. It is a saddening experience for a young man to leave the farm, go to the city for employment and then find out that

city life makes him a disappointed and sick person. He then finds that he cannot go back to the farm. In cases of this kind I'm sure that the individual cannot give his best to society.

Youth needs to be helped to better understand themselves. We in vocational agriculture have a wonderful opportunity in our supervised farming programs, our day-to-day contacts with students, and our contacts with parents to get to know these students well and to help them explore the many opportunities in our land.

The qualified counselor, in a school system, can give many helpful pointers to the vocational agricultural instructor in the field of guidance; the vocational agriculture teacher can help the counselor with problems dealing in agriculture. There are many in the counseling field who are not acquainted with agriculture and the opportunities in that field.

We in agriculture should be willing to help and advise about the field of agriculture so that each youngster can make the most of his life and can contribute his best to our society. □

The cost of clearing land, notes a Twentieth Century Fund report, varies sharply according to region. In some parts of the South, where the land cover is not heavy, clearing may cost as little as \$20 to \$30 an acre, while in the Pacific Northwest, where the land cover is heavy, it may cost as much as \$200 an acre.

Themes for Volume 33

July—Farming Program Philosophy—differing concepts of farming programs; farming programs as a basis for instruction; farming programs for young and adult farmers; relation of farming programs to FFA activities, using supervised farm work experience effectively.

August—Changing Needs of Young and Adult Farmers—the effect of a changing agriculture on the need for and character of instruction for young and adult farmers; place of young and adult farmer education in the total program of vocational education in agriculture; use of resource persons in teaching young and adult farmer classes.

September—Use and Value of Aids in Teaching—selecting and using visual and audio-visual aids; construction of teaching aids; using community human and physical resources in teaching; evaluation of the use of aids in teaching.

October—Keeping Pace with Developments in Agriculture—sources of information on agricultural developments; adjusting instructional programs to changes in agriculture; extent of agricultural changes in local com-

munities; relating agricultural changes to farming programs.

November—Keeping Pace with Developments in Education—effects of post-high school educational developments on vocational education in agriculture in high schools; effects of broadened school offerings; effects of changing patterns of support for schools; agricultural education for national needs.

December—Policy Formation in Agricultural Education—working relationships among the local, state and national levels in policy formation; initiating policy changes; policy decisions left for local determination; policy decisions left for state and national determination; influence of national needs on policy decisions.

January—Evaluating the Farm Mechanics Program—determining farm mechanics instructional needs at high school, young farmer and adult farmer levels; intellectual challenge of the farm mechanics programs; effective use of farm shops and farm shop equipment.

February—Relationships Among Agricultural Education Agencies—the role of agricultural colleges; role of post-high school institutions of less than college grade; role of high schools in agricultural education;

(Continued on page 239)

News and Views of the Profession

Julian M. Carter, President, NVATA



Julian M. Carter

JULIAN M. CARTER was born on a central New York State dairy farm at Constantia, New York. He graduated from Central Square High School in 1932 with a major in vocational agriculture. He entered the New York State College of Agriculture at Cornell University in the fall of 1933 and graduated with a BS degree in 1937. His MS degree was earned from the same institution in 1954.

Mr. Carter is now completing his 23rd year as a teacher of vocational agriculture. Eighteen years have been spent at his present location, Wellsville. Other schools served are Churchville, Pulaski and Altmar-Parish Central School—all in New York State.

The Wellsville FFA Chapter (of which Mr. Carter is advisor) has had since 1941—3 American Farmers, 18 Empire (State) Farmers and 3 State FFA Foundation winners. During that time the chapter has received recognition in national and state chapter contests. He is chairman of the Board of Trustees of the New York Future Farmer Leadership Foundation.

He is active in his church serving as lay leader, Sunday school teacher and a member of the church Finance Committee. He has three daughters.

He is a member of the Wellsville Teachers Association, the Grange, the Grange League Federation, the Allegany County Professional Agricultural Men's group, the New York State Teachers Association, a life member of the National Education Association, the American Vocational Association, the National Vocational Agricultural Teachers Association, the New York Vocational and Practical Arts Association, the Association of Teachers of Agriculture of New York, the Allegany County Extension Service and Alpha Zeta.

He served as president of the Wellsville Teachers Association, the Central Western Zone of the New York State Teachers Association, the Association of the Teachers of Agriculture of New York and had just completed a term as vice-president of Region VI of the National Vocational Agricultural Teachers Association at the time he was elected national president. □

Forsyth Vice President, Region I, NVATA



Byron Forsyth

BYRON FORSYTH, NVATA Vice President for Region I, began teaching Vocational Agriculture in 1950 at Chandler, Arizona. After one year he entered military service, returning to Chandler in 1954. He continued teaching there until 1958 when he moved to St. David, his present location. He received his B.S. from the University of Arizona at Tucson in 1950 and his Master of Agricultural Education degree from the same institution in 1956.

Mr. Forsyth grew up in Willcox, Arizona, where he was active in FFA work, holding three chapter offices. He also served as president of his collegiate FFA group and was a member of Alpha Zeta and Phi Delta Kappa. He is immediate past president of the Arizona Vo-Ag Teachers Association and was selected last year as the outstanding teacher of Vocational Agriculture in Arizona by Phi Chapter of Alpha Tau Alpha.

The St. David Chapter represented Arizona at the National Livestock Judging Contest this past year. More than twenty of his students have received State Farmer degrees, six of them holding a state office, and five have attained the American Farmer degree.

Mr. Forsyth and his wife, Phyllis, have 2 girls and 1 boy. □

BOOK REVIEWS

"Better Communication in Agricultural Education," Workshop Report —1959, published by Department of Agricultural Education, The Ohio State University, 103 pages, Edited by Professors Robert W. McCormick and Ralph J. Woodin of The Ohio State University—Price \$1.00.

This workshop report presents a new approach for professional workers in Agricultural Education who encounter situations in which communication is paramount to success. It considers fully the selection of communication processes, their uses, and importance to professional workers. It should prove to have wide spread appeal and become an excellent reference in communication for those in Agricultural Education.

The report deals with six different processes of communication in Agricultural Education. They are: (1) com-

municating through personal contacts, (2) communicating through the written word, (3) communicating effectively with lay committees, (4) communicating through large group meetings, (5) communicating through radio and television, and (6) improving communication with teaching aids.

For each of the processes of communication are included: (1) principles to follow, (2) typical problems encountered, (3) suggested techniques, (4) recommendations for use, and (5) bibliography. Throughout the presentation practical solutions for communication problems are stressed.

This is a suggested reference for every Agricultural Education Library and Department of Vocational Agriculture. □

G. S. GUILER,
Teacher Education,
The Ohio State University

EVERGREEN ORCHARDS (Second Edition) by William H. Chandler. Published by Lea & Febiger, 600 Washington Square, Philadelphia, Pennsylvania. 535 pages, illustrated. 1958. Price \$8.50.

While describing characteristics of many subtropical and tropical fruits, the book is not written primarily for students specializing in these areas. Rather the material is presented in such a way as to increase the appreciation and broaden the interest of horticulturists, regardless of the area, in similar problems with different species in many parts of the world.

The introduction is basic information concerning tree materials, water, soils, temperature, and plant classification.

The material is presented in two parts according to the plant classification. Part one describes in detail the dicotyledonous orchards while part two is concerned with monocotyledons. Each of the fruits is covered quite adequately as to its descriptions, varieties, growth and fruiting habits, environment, propagation, and soil and nutrient requirement.

The book has good pictures and illustrations and excellent documentation.

Mr. Chandler is Professor Emeritus of Horticulture, University of California.

LOWERY H. DAVIS,
Teacher Education,
South Carolina

◀ TIPS THAT WORK ▶

Key Farmers Sponsor Subscriptions to Magazines

How many times have you wished that you could afford to have the leading breed magazines available to FFA members in your chapter and for your young farmers and adult farmer classes?

For a number of years our chapter and vocational agriculture department was faced with this situation. Very few of the leading breed magazines were on the magazine rack.

Then it was brought to the attention of some of the key farmers and purebred breeders in the county. This was done by the FFA members and myself. A letter was sent out to these individuals, explaining the program. The FFA chapter was seeking donors to sponsor the subscriptions to certain breed magazines. The angus breeders were asked to sponsor the *Angus Journal*, the short-horn breeders were asked to sponsor the *Shorthorn World*, sheep breeders were asked to sponsor the magazine of their breed, swine and dairy breeders were asked to sponsor the magazine of their particular breed.

The response was terrific. All the farmers contacted were more than willing to help. They felt they were doing something very tangible for the FFA chapter and the department. They also help to promote the breed of livestock they produce to the local Future Farmers. Most breeders renew the subscriptions each year for the chapter.

Thanks to these key farmers and breeders, the FFA chapter has available on the magazine rack the latest copy of the breed magazine. These men will become Honorary Chapter Farmer members in a few years. □

JOSEPH C. HUFFMAN
Clarke County High School
Agriculture Instructor
Berryville, Virginia



From left to right: Jerry Shaw, Herman Wischmeyer, Donald Louys, and Rodney Short.

Bryan FFA Boys Build with Concrete

The juniors and seniors of the Bryan FFA Chapter of Bryan, Ohio, built an 8' x 12' building seven courses high and cut and installed the rafters.

The building was constructed in the shop. A layer of building paper was laid down first and the first course of block laid on this paper.

Laying out foundations was practiced outside and then methods in actual block laying were practiced including the mixing of mortar. We put a teaspoonful of sugar in each cubic foot of mortar

mixed in order to take the building apart after completion. The block cleaned up very nicely. I plan to use them again next year.

Enough tools are needed so that every 4 boys will have a complete set.

The Bryan boys demonstrated that the unit was well worth while. They did a fine job of picking up the skills needed.

I would like to thank the Ohio State Department of Agriculture Education for making the in-service training possible and the Portland Cement Company for holding the workshop for the teachers.

BEN SAUNDERS, Vo-Ag Instructor,
Bryan, Ohio □

Themes

(Continued from page 237)

role of commercial organizations; role of U. S. Department of Agriculture.

March—*A Modern Philosophy for the FFA*—evaluating the objectives of the FFA; preparation for citizenship through the FFA; differing concepts of the place of the FFA in the program of vocational education in agriculture; value of the FFA as a method of informing the public about vocational education in agriculture.

April—*Guidance for Students in Vocational Agriculture*—helping students plan high school programs; providing occupational information; group guidance activities; occupational follow-up studies; counseling with prospective students and their parents.

May—*Summer Programs of Vocational Agriculture Teachers*—planning the summer program; evaluation of the vocational agriculture program; community attitudes towards summer activities; informing school boards and administrators about summer activities; supervision of summer programs; responsibility for evaluation of summer programs.

June—*Informational Programs about Vocational Education in Agriculture*—effectiveness of present public infor-

mation activities; who should be informed; public participation in informational programs; responsibility for informational programs.

The above list of themes for Volume 33 of *The Agricultural Educational Magazine* is announced at this time to help you plan for your contributions as well as to help you in planning for more effective use of the magazine. You are urged to contribute toward a more complete discussion of one or more of the problems listed or implied in the various themes. The brief explanatory statement under each of the themes is intended to indicate some of the directions in which the theme might lead and is not meant to limit your interpretation of the theme. Pictures to illustrate your ideas or accounts of experience are always welcome so long as they are clear and to the point. *Articles must be submitted three months in advance to be considered for publication in a particular issue.* Articles must be typed, double spaced, and should not exceed eight pages in length.

Other features to be continued to the extent possible will be the *Book Review* section; the page for *Stories in Pictures*, *Tips That Work*, *News and Views of the Profession*, and the section for reporting professional and instructional aids being developed and used in various states. Letters to the editor will be published in full or in part if the contents will contribute to the understanding and clarification of current issues in agricultural education. □



STAR AMERICAN FARMERS—Lyle Rader, second from left, from Fife, Wash., is the 1959 Star Farmer of America. Regional Winners, left to right, are Rodney Caulk, Wyoming, Del.; Charles Lee Smith, Memphis, Mo.; and Don Bridges, Dawson, Ga.



Refreshments always make a hit with the chapter sweetheart, FFA members, future FFA members and parents of FFA members. Such was the case at "Parent's Night" held recently by the Brenham, Texas, FFA Chapter. This occasion also served as an opportunity to acquaint parents and interested citizens about achievements and plans of the FFA chapter. (Photo by J. D. Gray)



Joe Hughes, South Carolina, is interviewed by the nominating committee during the 1959 National FFA Convention. Joe finally was elected as a national officer for 1959-60.



Members of the Ruston High School, Ruston, Louisiana, practicing one of the early morning weekly broadcasts. Practice sessions are held only when large groups participate. Usually the final touches are put on the program just before it is put on the air. These weekly broadcasts have been a feature of the chapter for years.

Stories in Pictures

Three pictures that tell their own story of the guidance activities of Georgia teachers of vocational agriculture.



